

Abraham Lincoln Alternative School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Abraham Lincoln Alternative School
Street	2800 Rosamond Blvd.
City, State, Zip	Rosamond, CA 93560
Phone Number	(661) 256-5090
Principal	Robyn Calzada
Email Address	rcalzada@skusd.k12.ca.us
School Website	www.skusd.k12.ca.us
Grade Span	K-12
County-District-School (CDS) Code	15-63776-1530377

2024-25 District Contact Information	
District Name	Southern Kern Unified School District
Phone Number	(661) 256-5000
Superintendent	Barbara Gaines
Email Address	bgaines@skusd.k12.ca.us
District Website	www.skusd.k12.ca.us

2024-25 School Description and Mission Statement

District & School Profile

The Southern Kern Unified School District consists of two elementary schools, one middle school, one comprehensive high school, an independent study school, and a continuation high school.

Abraham Lincoln Independent Study serves as an alternative educational program for students in grades 4-12. It offers a flexible and individualized approach to education for students who may face challenges in a traditional or continuation school setting, as well as for those seeking more self-directed and self-regulated instruction.

Students who opt for independent study assume greater responsibility for their learning, requiring self-discipline and the ability to complete assignments independently while attending regular meetings with teachers. Parental involvement is also a key component, often requiring a greater commitment than in a traditional school environment.

High school students at Abraham Lincoln Independent Study must meet the same graduation requirement of 230 credits as those attending the comprehensive high school.

During the 2023-2024 school year, Abraham Lincoln Independent Study enrolled 95 students in grades 4 through 12.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	3
Grade 5	4
Grade 6	3
Grade 7	5
Grade 8	9
Grade 9	12
Grade 10	17
Grade 11	24
Grade 12	18
Total Enrollment	95

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.1
Male	56.8
Non-Binary	1.1
Black or African American	9.5
Hispanic or Latino	63.2
Two or More Races	2.1
White	24.2
English Learners	13.7
Foster Youth	1.1
Homeless	7.4
Socioeconomically Disadvantaged	77.9
Students with Disabilities	27.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.60	16.29	127.60	78.27	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.00	4.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	12.30	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.30	83.71	8.80	5.43	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	6.10	3.79	18854.30	6.86
Total Teaching Positions	3.90	100.00	163.10	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.00	21.40	130.80	77.31	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.70	4.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	14.30	8.47	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.90	59.00	10.40	6.18	11953.10	4.28
Unknown/Incomplete/NA	0.90	19.40	6.80	4.02	15831.90	5.67
Total Teaching Positions	5.00	100.00	169.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.90	22.75	119.50	70.81	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.30	5.54	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	19.50	29.60	17.54	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.20	57.25	9.50	5.64	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.70	0.46	14303.80	5.15
Total Teaching Positions	4.00	100.00	168.80	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.7

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	3.30	2.90	2.2
Total Out-of-Field Teachers	3.30	2.90	2.2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	31.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Southern Kern Unified School District held a public hearing on September 20, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators.

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Acellus Adopted 2019	Yes	0.0%
Mathematics	Acellus Adopted 2019	Yes	0.0%
Science	Acellus Adopted 2019	Yes	0.0%
History-Social Science	Acellus Adopted 2019	Yes	0.0%
Foreign Language	Acellus Adopted 2019	Yes	0.0%
Health	Acellus Adopted 2019	Yes	0.0%
Visual and Performing Arts	Acellus Adopted 2019	Yes	0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Abraham Lincoln is comprised of 2 classrooms and one administrative office. The facility strongly supports teaching and learning through its ample classroom space.

Cleaning Process
The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms were fully functional.

Year and month of the most recent FIT report	12/04/24
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Room 1: A workorder has been put in for the heat in room 1.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	18	25	25	28	46	47
Mathematics (grades 3-8 and 11)	3	5	12	16	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	64	59	92.19	7.81	25.42
Female	24	23	95.83	4.17	17.39
Male	40	36	90.00	10.00	30.56
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	37	34	91.89	8.11	26.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	17	94.44	5.56	29.41
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	48	90.57	9.43	22.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	15	78.95	21.05	0.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	64	58	90.63	9.37	5.17
Female	24	23	95.83	4.17	0.00
Male	40	35	87.50	12.50	8.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	37	33	89.19	10.81	6.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	17	94.44	5.56	5.88
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	47	88.68	11.32	6.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	15	78.95	21.05	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	3.92	12.50	13.58	14.90	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	64	92.75	7.25	12.50
Female	32	32	100.00	0.00	9.38
Male	37	32	86.49	13.51	15.63
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	44	41	93.18	6.82	9.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	16	94.12	5.88	25.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	55	50	90.91	9.09	14.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	15	78.95	21.05	6.67

2023-24 Career Technical Education Programs

Abraham Lincoln offers a selection of career-focused courses through Acellus, an online platform integrated into the school's curriculum. These classes provide students with exposure to various career fields but are not currently structured as full CTE pathways. The courses include:

- Introduction to Business
- Medical Terminology
- Hospitality and Tourism
- Computer Applications
- Coding Fundamentals
- Criminal Justice

These online career courses allow students to explore potential career interests and gain foundational knowledge in various industries. While these classes are not formal pathways, they provide students with a flexible opportunity to build skills that align with workforce demands.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	66.7	100	100	100	100
Grade 7	57.1	71.4	71.4	71.4	71.4
Grade 9	58.8	82.4	76.5	88.2	88.2

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parental Involvement at Abraham Lincoln Independent Study (ALIS)

Parents are always welcome to attend Abraham Lincoln Independent Study (ALIS) School Site Council meetings, which are held regularly throughout the year. At the start of the school year, parents are invited to Back to School Night, providing an opportunity to meet their child’s teacher and become familiar with the school environment. Parent-teacher conferences are scheduled annually at the end of the first quarter to discuss student progress.

Abraham Lincoln Independent Study is accredited by the Western Association of Schools and Colleges (WASC). Parents are encouraged to participate in ongoing WASC meetings and provide valuable input during the accreditation process.

Parental involvement opportunities are regularly communicated through ParentSquare. For information about volunteer opportunities, please contact Principal Robyn Calzada at 661-256-5090.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)									
Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	15.8	36.4	17.6	12.3	14.6	9.1	7.8	8.2	8.9
Graduation Rate	84.2	63.6	82.4	87.2	83.6	90.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)			
This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp .			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	17	14	82.4
Female	--	--	--
Male	--	--	--
Non-Binary	0	0	0.00
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	14	11	78.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.			

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	152	126	52	41.3
Female	62	53	21	39.6
Male	89	72	30	41.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	21	14	5	35.7
Filipino	--	--	--	--
Hispanic or Latino	90	78	31	39.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	35	31	15	48.4
English Learners	18	14	5	35.7
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	125	102	46	45.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	46	36	19	52.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0.66	6.22	9.27	6.18	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.23	0.13	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.66	0.00
Female	0.00	0.00
Male	1.12	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.11	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.80	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Comprehensive School Site Safety Plan

Abraham Lincoln Independent Study's Comprehensive School Site Safety Plan was last revised in October 2024 and reviewed in November 2024 by school administrators and staff representatives. The plan is designed to ensure the safety and protection of students, staff, and school property, while fostering a climate that supports learning. All staff members and parents have access to the updated plan, and staff members review the school site safety policies annually.

The Southern Kern Unified School District upholds its Standards of Excellence, including:

“The Southern Kern Unified School District will maintain safe, secure, and efficient campuses that promote positive attitudes, high morale, and an enriched learning/working environment.”

“Facility and grounds cleanliness will meet District standards.”

Abraham Lincoln Independent Study successfully meets these standards.

The school complies with all laws, rules, and regulations regarding hazardous materials and state earthquake safety standards. Fire drills are conducted monthly, and earthquake drills take place quarterly. In the event of an emergency, the school's Disaster Preparedness Plan outlines clear procedures for managing crisis situations, and emergency supplies are readily available.

Students are supervised throughout the day by administrators, teachers, and campus safety officers (when in session and on campus). All visitors are required to register at the office upon arrival.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
3	3	1		
4	1	1		
5	1	2		
6	2	19		
Other	11	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
3	2	1		
4	3	2		
5	1	2		
6	3	7		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
4	3	1		
5	2	2		
6	2	12		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	29		
Mathematics	4	18		
Science	4	14		
Social Science	3	25		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	28		
Mathematics	3	27		
Science	4	14		
Social Science	3	27		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	31		
Mathematics	3	27		
Science	5	12		
Social Science	3	27		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,473.25	\$5,694.17	\$7,779.08	\$79,543.18
District	N/A	N/A	\$6,812.64	\$80,642
Percent Difference - School Site and District	N/A	N/A	13.2	-1.4
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-32.3	-9.7

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, Southern Kern Unified School District receives state and federal funding for the following categorical funds and other support program:

- Title 1
- Title II
- Title III
- Title IV

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,410	\$54,930
Mid-Range Teacher Salary	\$85,252	\$85,386
Highest Teacher Salary	\$106,280	\$111,172
Average Principal Salary (Elementary)	\$125,942	\$136,564
Average Principal Salary (Middle)	\$117,205	\$141,339
Average Principal Salary (High)	\$135,763	\$153,241
Superintendent Salary	\$177,117	\$224,537
Percent of Budget for Teacher Salaries	29.06	28.69
Percent of Budget for Administrative Salaries	4.47	5.55

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Staff Development

The Southern Kern Unified School District recognizes that staff development is a key component in maintaining a positive and enriching learning environment for students. Staff development initiatives are tailored at the school site level based on the School’s Annual Plan for Student Achievement (SPSA).

Staff members are encouraged to participate in workshops, conferences, and webinars that provide the latest information, strategies, and trends relevant to their teaching areas. Topics such as writing strategies, intervention techniques, and instructional differentiation are frequently addressed, with monthly staff meetings dedicated to in-service training.

The district strongly supports the implementation of Professional Learning Communities (PLCs) at each grade level. Teachers had opportunities to attend AVID Institute and PLC Training provided by Solution Tree over the summer, enhancing their collaborative teaching strategies and instructional best practices. To further strengthen PLCs, a Solution Tree representative visits several times a year to provide on-site support and coaching to teachers. At Rare Earth High School, the staff has established a PLC that meets at least once a month to discuss curriculum, instructional strategies, and procedural updates.

- Teacher Clarity by Dr. Doug Fisher
- English Language Development by Dr. Kate Kinsella
- Visible Learning for Mathematics by Joseph Assof
- Effective Grading Processes by Ken O’Connor

Rare Earth High School teachers have also benefited from external professional development opportunities. In May 2023, Rare Earth staff attended the California Continuation Education Association (CCEA) Conference. This event provided valuable networking opportunities with colleagues from other continuation high schools, as well as insights and strategies to enhance instructional practices.

In November 2024, Southern Kern sent a teacher and an administrator to the Community Schools Fundamentals Conference in New York, hosted by the National Center for Community Schools. This conference offered essential training on implementing community school strategies to support students, families, and the broader school community.

To further support staff development, teachers have access to mentor teachers, peer coaching, and additional guidance provided by the principal, who serves as a resource for classroom concerns or instructional questions.

By providing a wide range of professional development opportunities—including in-person workshops, webinars, conferences, and PLC coaching—the Southern Kern Unified School District ensures its educators are well-equipped to implement best practices and promote student success.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2